

reserving
myself exclusively to
In writing upon this Subject
~~dead hand~~ I must declare that I have

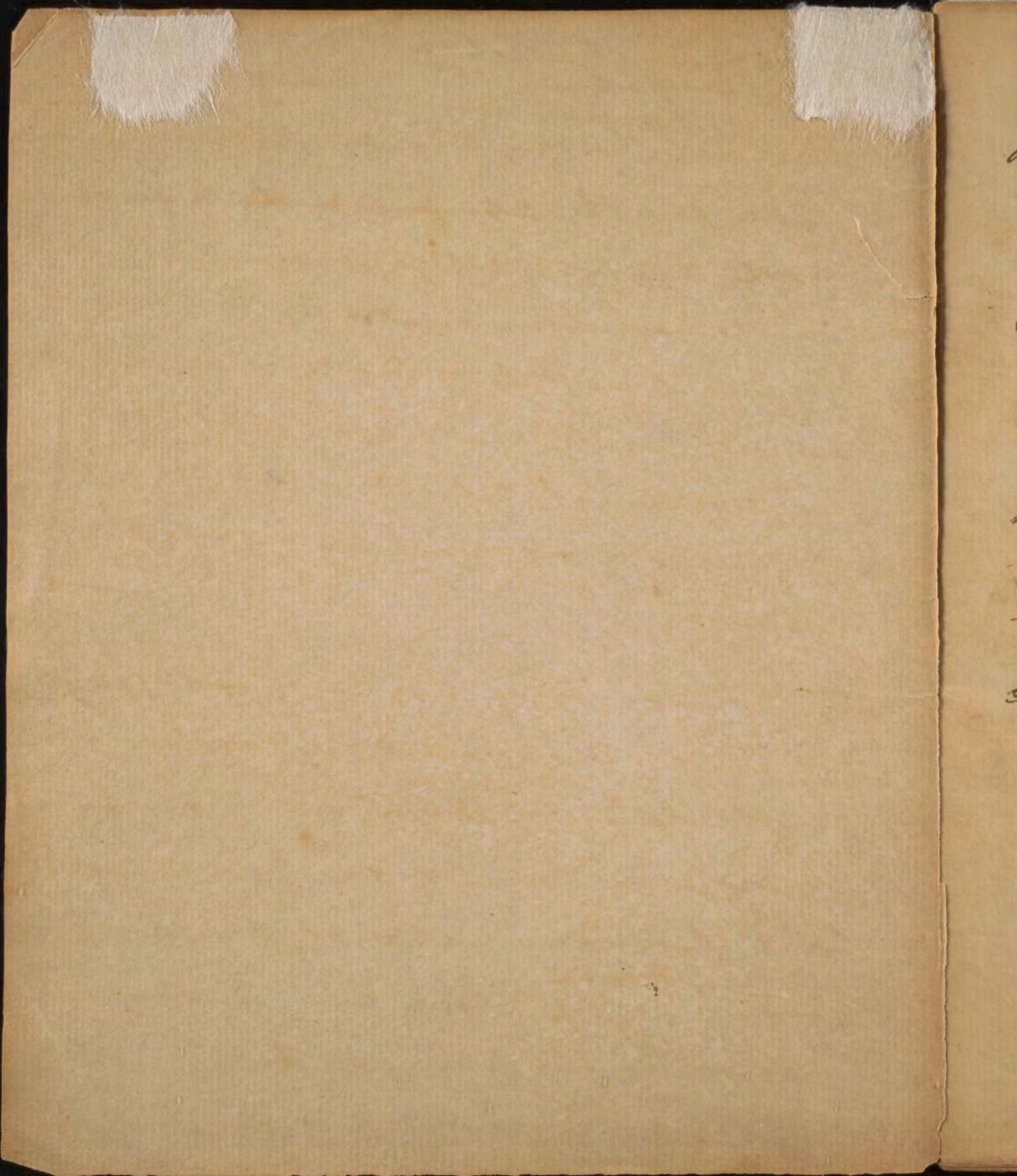
Y12, 7400 F. 34

I activated by no unkind feelings to
any of the gentlemen who preside over
those institutions, or who are con-
cerned in conducting education in them.

On the contrary, I consider myself as
related them, by the office of a teacher
of medicine which I hold in this
University. ~~any statement upon the~~
make upon the plan ~~therefore~~
~~for~~ mode of instruction pursued by them
be the strictures

shall ~~be~~ not ~~those~~ of an enemy, but
the complaints of a friend, & a brother.

① I ~~cannot~~ ~~indeed~~ ~~in the~~ ~~place~~ that
the same branches of learning are taught
in ~~order~~ in our American universities,
and in the same way, in which they



were
~~not~~ taught in the Universities of Great
200 years ago,
Britain, without a due Allowance being
made for the difference of ~~the~~ time, and
of the different Obligations and interests
which have been created by time, and
the peculiar state of Society in a new ~~the~~
Country, in which the business of the principal
part of the inhabitants is to obtain the
first and most necessary means of Sub-
sistence.

It is equally a matter of ~~just~~ regret,
that no accommodation has been made
in the System of education in our ~~Country~~
to the new form of our Government,
and the many national ^{Seminaries} ~~Duties~~ and
knowledge that have been imposed upon
~~us~~ ⁱⁿ by the American Revolution.
Instead of instructing our Sons in

they are compelled to spend the first
five years after they enter ^{School,} what is
in learning two languages which
no longer exist, and are rarely
spoken, when acquired from books -
- which have ceased to be the vehicles
of science and literature, & which
contain no knowledge but what is to
be met with in a more improved
& perfect state in modern languages.

This

the ^{most} first Arts, essential to their existence,
and in the means of acquiring ^{that kind of} knowledge
which is connected with the time, the
country, and the government in which
they live, ~~they~~ are transported across the
ocean, and taught to live among a
people whose manners, laws, and even
languages have ceased to exist, for all
this is done by the custom of filling
up the first five years of a ~~yo~~ boy's
time ~~almost exclusively~~ in teaching him, to almost ex-
clusively, the latin and greek ~~languages~~

The folly of this practice ^{so contrary} to reason, ~~and~~ is marked by several
circumstances ⁱⁿ the manner in which
it is conducted, by several circumstances
which ~~are~~ are, if possible, still more
characteristic of its folly.

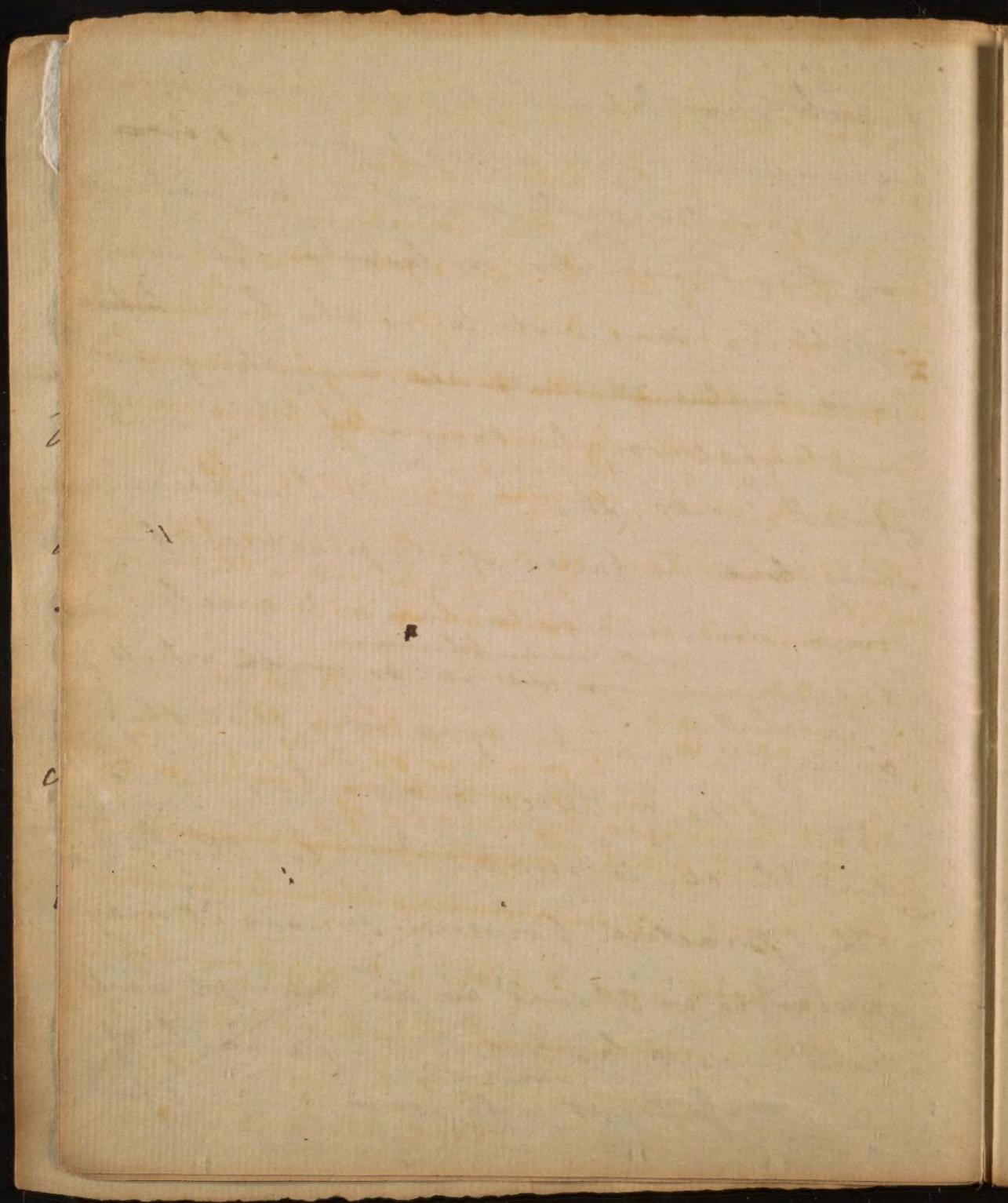
This is so far from being true, that I
believe
~~The dead languages when imposed thus~~
^{they} early in life serve rather to weaken and
distort his faculties, and to render them
unfit for the higher branches of educa-
tion.

162 ~~The~~ ^{the} Latin and Greek languages
are imposed upon a boy before his ~~body~~
mind is sufficiently opened to comprehend
any ^{objects.} these principles, or ~~less~~ less. It is im-
possible by any art to make him before
~~he is twelve years of age~~, any thing but

a playful vocabulary of Latin, and

^{before he is twelve years old.}

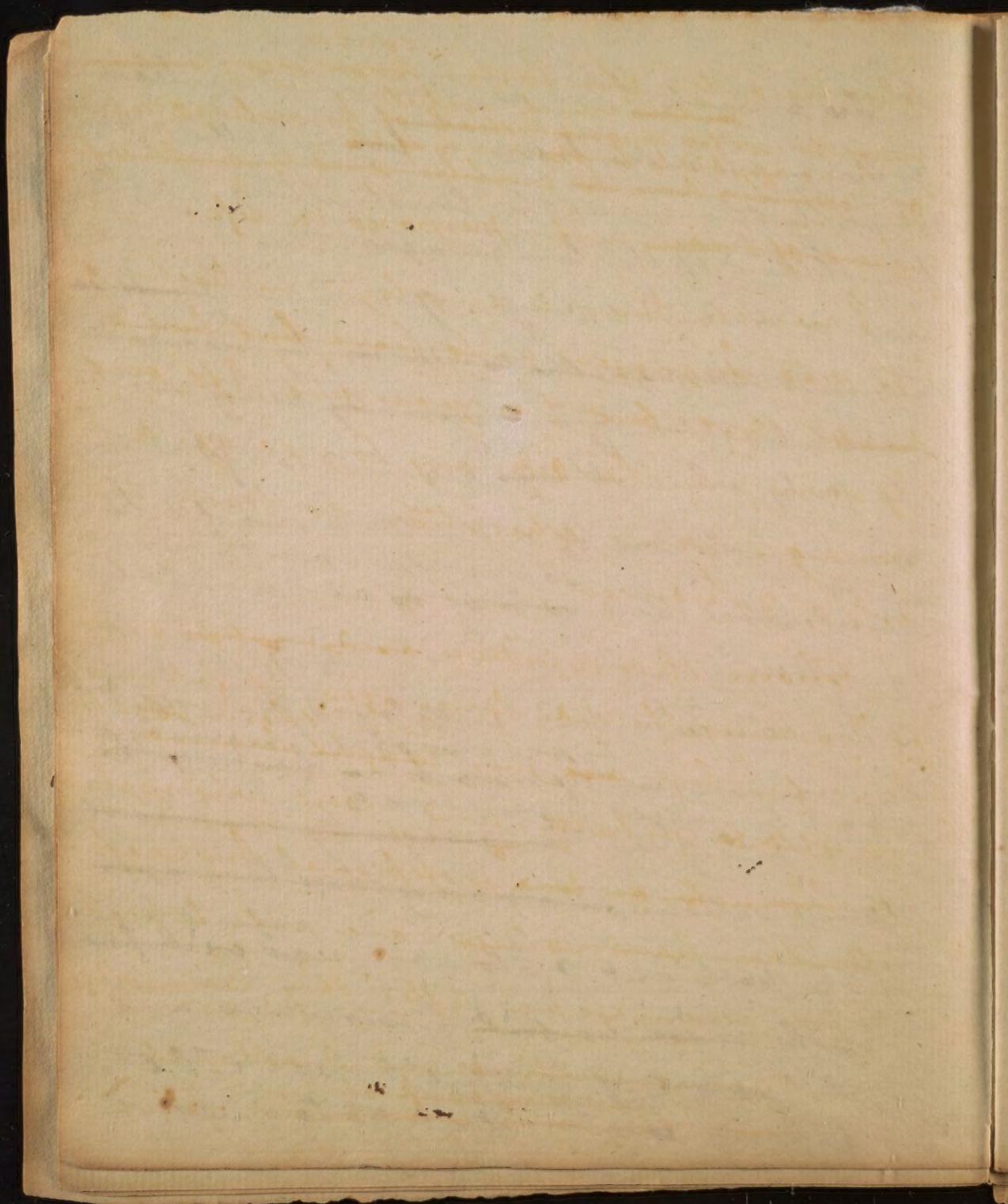
Greek words, ~~so~~ I know it has been
said ~~that~~ in favor of the practice of
connecting the Latin & Greek
grammar ^{with} ~~in~~ the bands with a kite,
or "cup and ball,"
^{or} in the hands of a boy, that they
serve like a wedge to open his mind,
and thereby to prepare him for other studies.
~~This practice however specious it may~~
~~appear, is as absurd as an attempt would~~
~~be to impart strength to the stomach of a~~
~~child by feeding it, with coarse animal food.~~



2 Too much time is consumed in teaching grammar rules, before a boy is called upon to apply them in the construction, and translation of the languages. This is an inversion of natural Order. Grammar ^{rules} should be acquired through the ~~processes~~ by reading & translating the languages. By being resorted to only when ^{they were} required to assist in the translation of a sentence, would be perfectly understood, and ^{so impressed upon the memory} ~~retained~~ as never to be forgotten.

3 The ears ^{are} ~~are~~ never employed ^{to assist} the eyes, & the memory ^{is} ~~is~~ ^{by means of} in acquiring those languages ^{by means of} Latin and Greek ~~languages by means of~~ conversations, ~~in acquiring those languages~~

4 The poets and Orators are ^{prefered to} ~~read exclusive~~ of the ~~more useful~~ historians and philosophers of ancient times. The former ~~are~~ are calculated to impart



pleasure only, the latter, ~~knowledge~~, ^{contain} contain
~~contain much useful~~
~~more to be used for a great deal of knowledge, capable~~
~~of being applied to so many of the~~
~~affairs of state and private, and~~
~~of application to public and private af-~~
~~fairs of ~~more~~ useful purposes in life.~~ —

5 So much time is employed in teaching the dead languages, as to leave but but a small that but two years are left, out of seven, in the ordinary course of a young man's education to teach the Arts and Sciences.

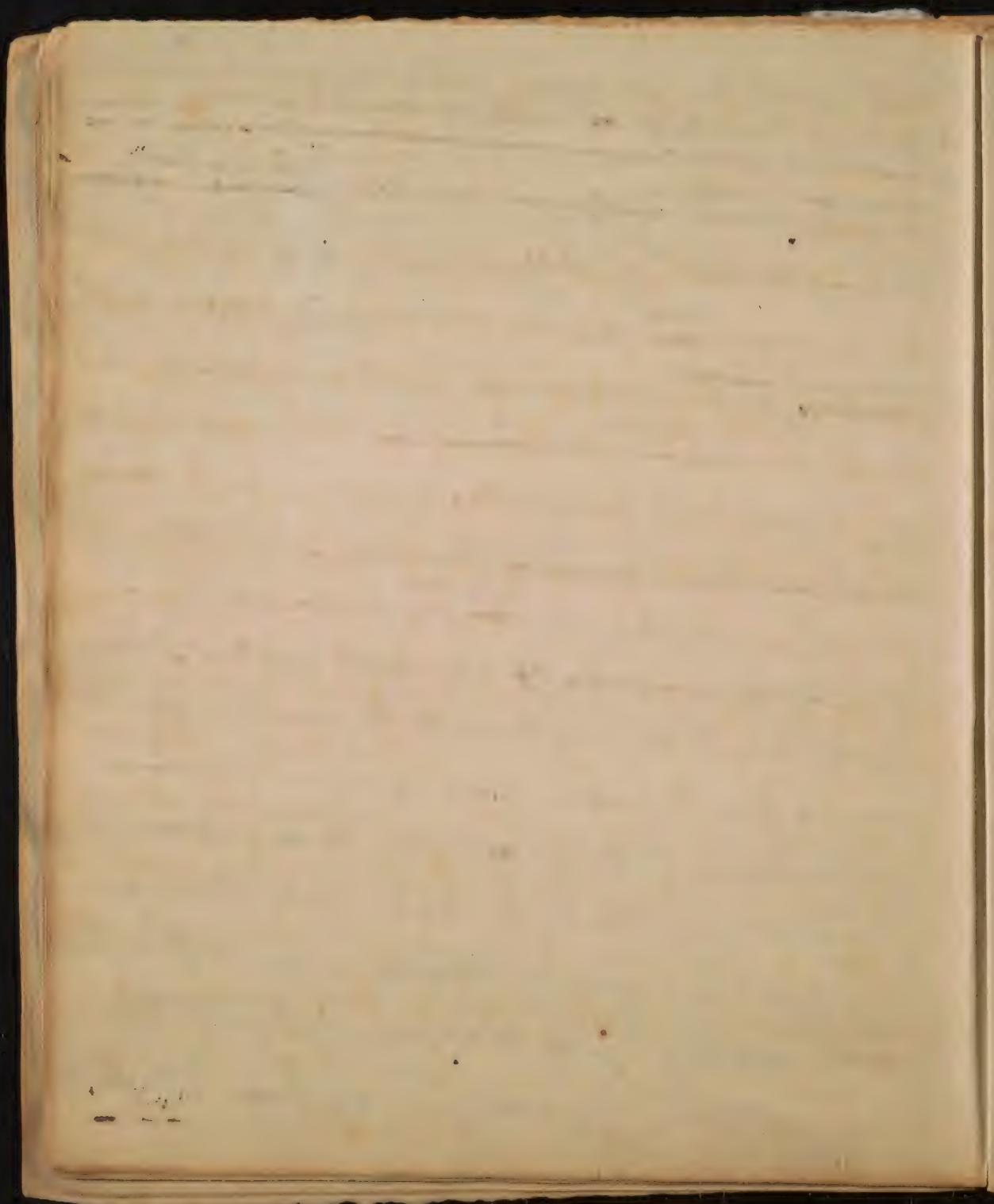
From this defective ~~and~~ ^{and} ~~wasteful~~ mode of teaching the dead languages, it follows that few boys ~~are~~ ever taught ^{to learn them so as to} be able to ~~perfectly~~, and none who apply to business, or ~~to~~ ^{to} professional business, after they leave College, are able to read them seven years after they leave College.

Reading, writing and Arithmetic
~~from the~~ ^{imposing example of} ~~the~~ the Latin

28 Such is ^{imperious}
V ^{now} the ^{increasing} rank of the
Latin languages, ^{that} the correct knowledge
is seldom obtained in the universities
which they are taught, of Reading, writing
& Arithmetic.

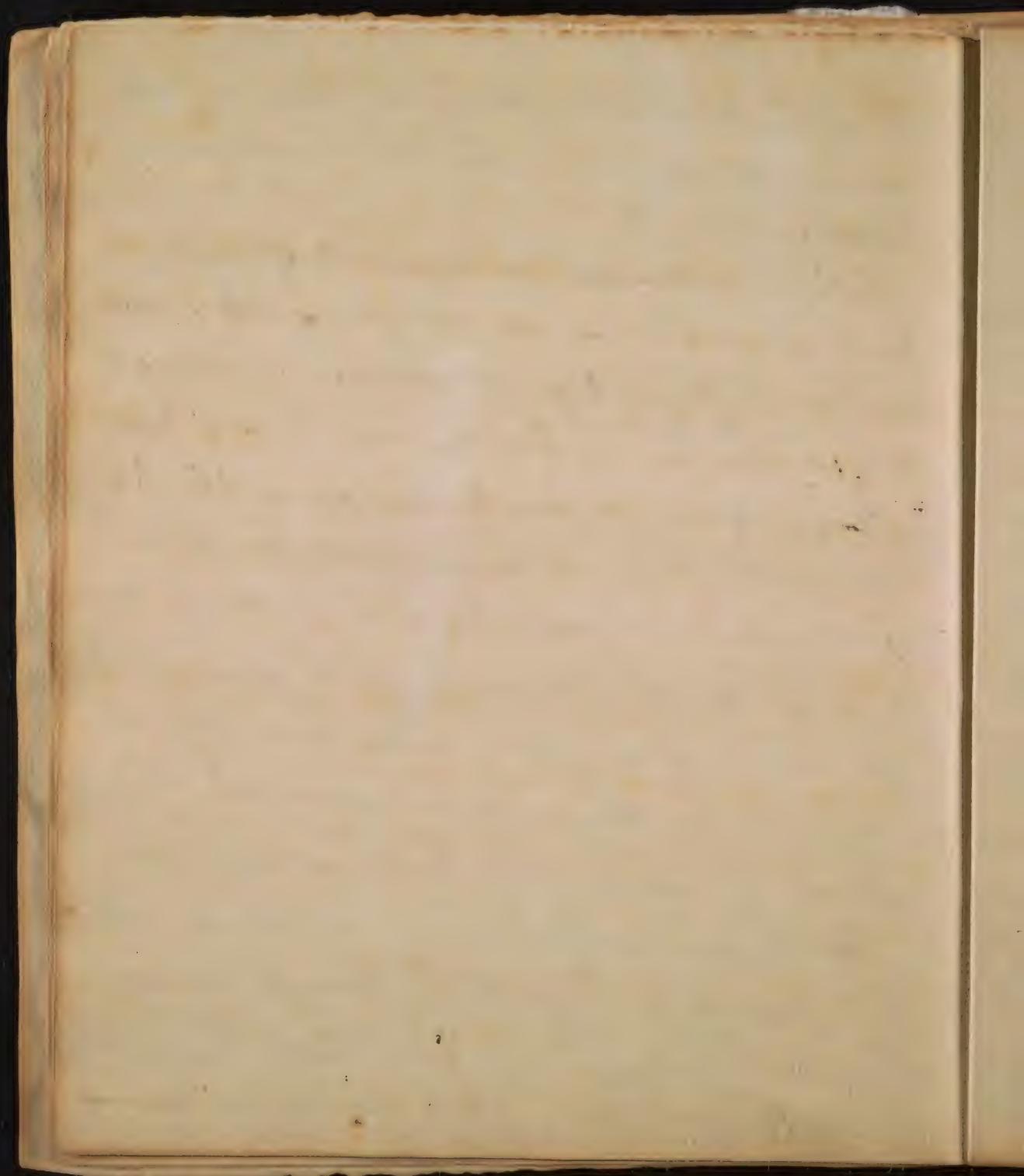
~~and~~ Greek languages, hold in our Seminaries, a correct knowledge of is seldom obtained in them, ~~and~~ Seldom of Reading, Writing, and Arithmetic, ~~are~~ ^{are} ~~so~~ ^{obtained in them} ~~as~~ ^{education} ~~very much~~ reflected in the ~~young~~ ^{education} ~~of our~~ ^{young} ~~people~~ ^{so} ~~so~~

young people. Public Speaking is substituted to reading. ^{The} Hand writing is impaired by composing ~~Latin~~ ^{Latin} ~~writing~~ ^{Latin} Versions, and no pains are taken to ^{teach} ~~instruct~~ them in the proper use of Points and Capitals. Arithmetic is ~~considered~~ ^{considered} as the Science of ~~Children~~ ^{Children} wholly neglected, or taught in ^{a most} ~~too~~ ^{too} superficial a manner. ~~to be useful~~ ^{to be useful} of its total neglect I have lately heard a melancholy instance. A young gentleman who graduated ^{some} ~~these~~ years ago at one of our ~~Universities~~ ^{Seminaries} informed me, that he had never been exercised in a rule of Arithmetic after he ^{entered} ~~left~~ College, and that he believed there was not a member of ^{the} ~~his~~ class



that graduated with him, that could repeat from memory, the multiplication table.

What a strange compound of contradictions is man, in all his pursuits! we require a knowledge of reading, writing & ^{in the business of} arithmetic every day of our lives. we seldom recur to our knowledge of the latin and greek languages, and yet we spend five years in acquiring them at the expense of the common and practical branches of english literature. In this conduct we resemble a man who throws away his coin, and burdens himself with ~~the~~ fragments of ancient statuary in travelling through a foreign country, or to use a more familiar simile, we lay out our patrimony in distant



- It. 212

tracts of distant territory, which ~~to~~
serve only to create a name for wealth,
and suffer at the same time by negle-
-ting to obtain ~~so comfortable~~^{a certain} and
and profitable income by the cultivation
of a farm.

3rd There is not I believe a single ~~letter~~
learning in the United States in which a
student is obliged to learn the French lan-
guage previous to his being admitted to
a literary honor. ~~The knowledge of~~
~~whose original~~ ~~How much~~ The entertain-
-ment, and even splendor of a communi-
-ment I am sure would be much en-
-creased by orations ~~and~~^{or} dialogues in that
pro popular and general vehicle of
Science and literature.

5a

4 The German and Italian languages
are ~~not~~ not taught in any of the
Colleges of the United States.

5 A course ~~Theology~~ ^{of} lectures upon the
Evidences, doctrines and precepts of Christi-
anity forms ^{no} part of the education of
young men in our Country. The small
portion of instruction which is given
upon these important subjects ~~is~~ ^{is} too
by means of catechisms ~~which~~ ^{is} too

abstruse to be intelligible, or too simple to
be useful.

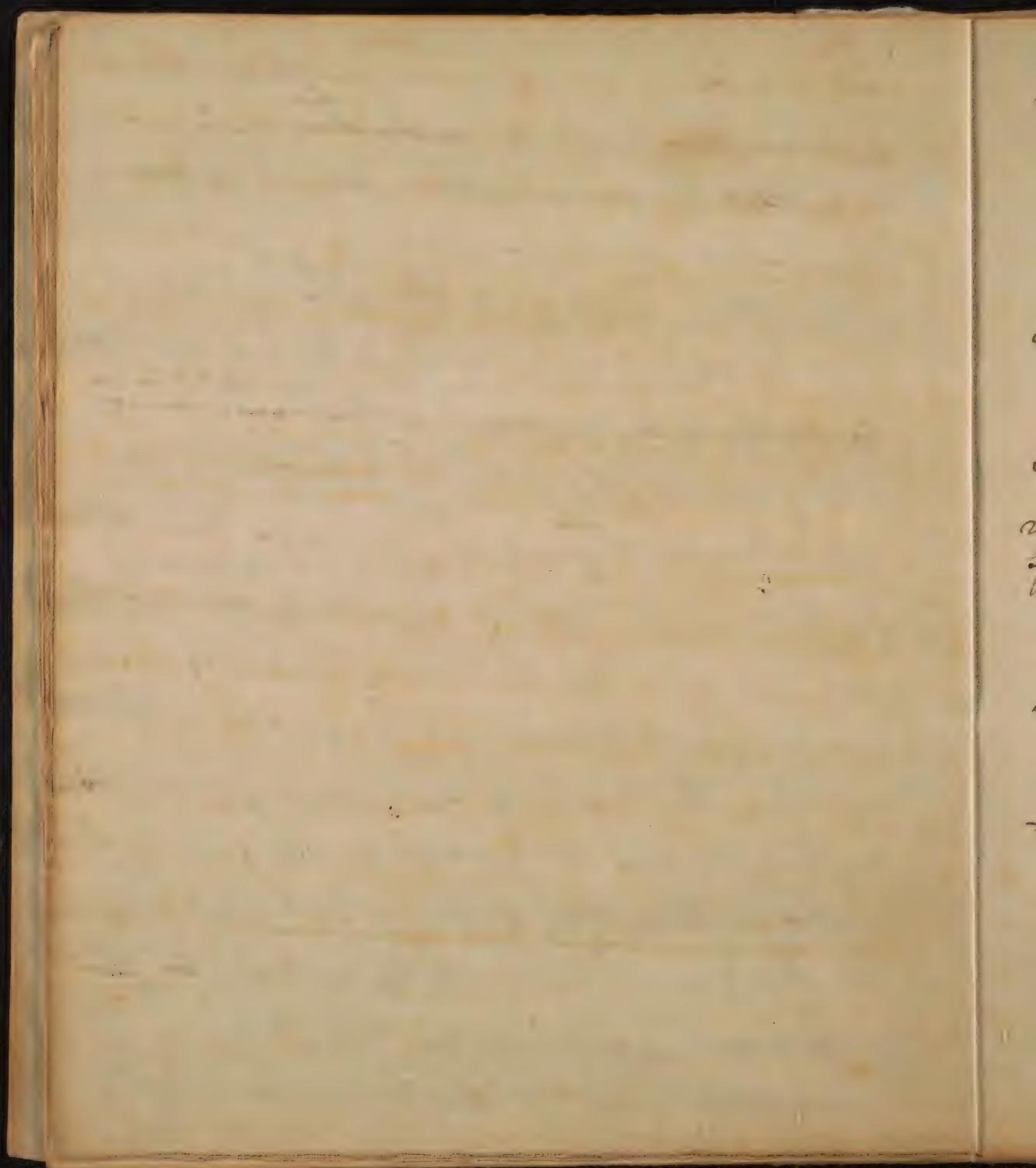
It is remarkable that the ancient
Greeks whose wisdom, we are ^{much} ~~so~~ ^{more}
disposed ^{to} to admire, made the principal part
of education to consist in learning
the Religion and language of their

6 V No instruction is given in natural
history in our American Seminaries.

The names of the beautiful
even ~~its mountains lakes~~ and various
furniture of our globe ^{are} ~~is~~ never men-
tioned in our Schools, except ~~that~~
~~our young men are taught in a dead~~
language.

Country. The Americans in their plans
of education exclude ~~both~~ ^{the} Religion
and the language of their Country from
their plans of education as a system
altogether, and give their ^{vernacular} language but
a humble place, in their plans of education.
But they acknowledge ~~in their schools~~ ^{with holding}
every truth has its counterfeit error
in which it ^{the} receives ^{the} homage due to
its original. The Americans ~~especially~~
do acknowledge the advantages of instruc-
tion in the Religion and language of their
Country, by teaching our young men ~~the~~
the Religion and language of the ancient
Greeks. Thus the Indian acknowledges
the Being and Goodness of a God, ^{in his} ~~the~~
idolatrous worship of the sun.

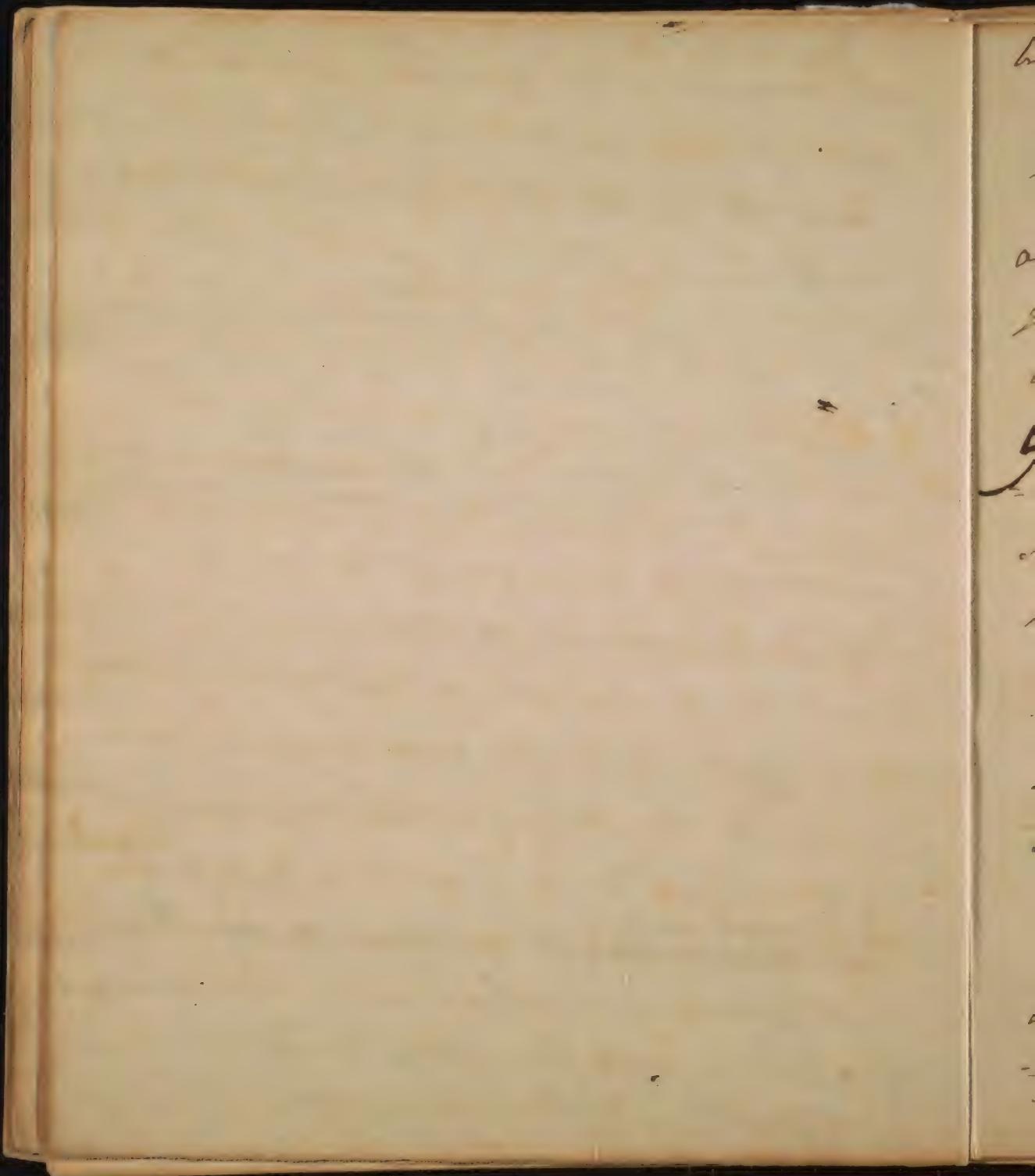
7 Geography is taught so superficially,



and crowded with so many studies than
few young men know more than its
first elements, when they leave College.

In this way there is not so much merit
in knowing this great ^{science} history of our globe
said Lord Mansfield, as there is disgrace
in being ignorant of it. we learn to
neglect this study from ^{the ancient practice of} our European
Schools.

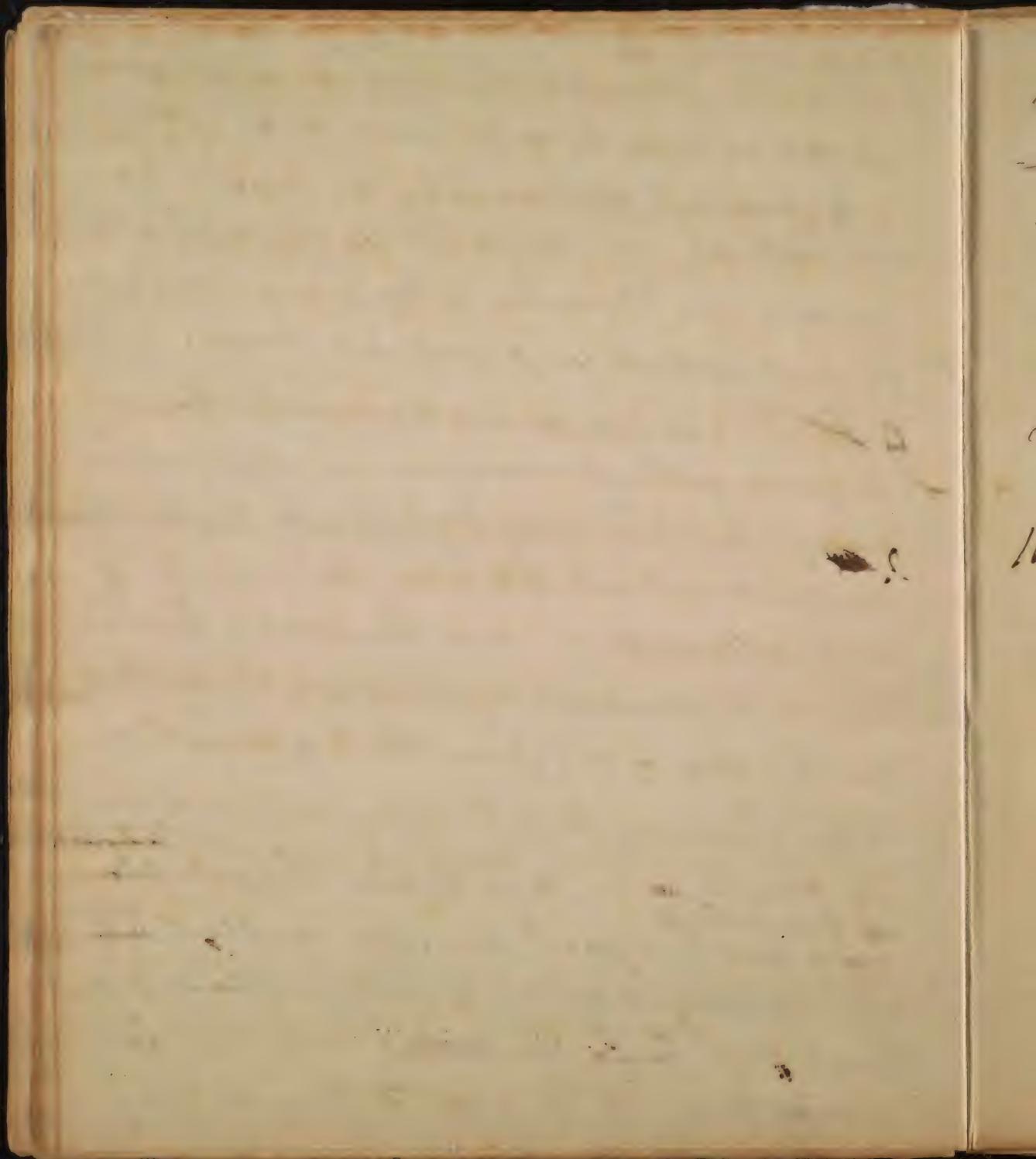
The celebrated Mr James Harvey
left the University of Oxford with the
character of an accurate Scholar. Soon
afterwards he was ^{refined to} ~~hated~~ in a large com-
pany to decide a controversy upon the
latitude of the ancient city of Jerusalem.
He ^{was} silent, ~~acknowledged his ignorance~~, but
was so much ashamed of his ignorance
that he applied himself ^{immediately} to the study of
Geography, and became as eminent for



his knowledge of it, as he was for his ^{critical knowledge of} knowledge of polite literature and the dead languages.

8 moral philosophy as taught in our Colleges was declared by the celebrated Jonathan Edwards, to be a regular system of instruction in practical ~~deism~~.

9 ~~the~~ The science of metaphysics has undergone a revolution in our Seminaries since the works of Dr Reid & Dr Beattie have produced a revolution in the science of metaphysics in our American Seminaries. It is now very properly limited to the history of the faculties & operations of the human mind. Very different were its objects ~~in~~ in one of our Schools about ^{about} ~~about~~ ^{about} fifty & thirty ^{even} years ago. I cannot recollect, ~~at~~ at this distant period of time, without disgust, my ^{having been} ~~being~~ compelled to listen for ~~long~~ several hours to one of my



masters while he talked of possible ex-
istences, the infinity of Space, ~~and~~^{the} the
Inanity of Spirit, and other ~~such~~^{many} subtle
of the learning of the 13th & 14th Centuries.
And still we gazed, and still our wonder
grew.

That one small head, should carry all
he knew.

10. I feel myself happy in being able to
do justice to the ~~too~~ good sense of our
Countrymen in the rank they have given
to mathematics ~~and natural philosophy~~
in all our Seminaries. But we have
reason to complain only of more time
being consumed in teaching some of its
speculative branches, than is ~~convenient~~^{convenient}
to the present exigencies of our Country.

11. A laudable zeal has likewise been
discovered in the Seminaries of the United States

for the teacher
and afterwards, to ask ~~these~~ questions
upon them.

for the Study of natural philosophy. It is to be
beyond the ~~be~~ ^{be} lamented that it ~~lacks~~ the
want of ~~and~~ ^{instruments, an extensive apparatus} ~~lacks~~ ^{are opposite}
very much limits ⁱⁿ ~~too~~ ^{too} ~~reduces~~ instruction upon this
important ^{to} ~~for~~ ^{in all our} ~~for~~ ^{the} ~~branches~~ ^{of} ~~extensive that~~
American Seminaries. ~~as~~ ^{as} ~~the~~ ^{as} ~~exist~~ ^{exist} ~~the~~ ^{the} ~~European~~ ^{European} ~~luminous~~

12 In teaching the different ~~branches~~
^{that have been mentioned,} of Sciences, it is common to give but
one course of each of them to a class, in
which little more is understood than the
the ~~meaning~~ ^{meaning} of the technical
~~words~~ ^{words} of the Science. To teach them
perfectly, they should be repeated two or
three times. It is common likewise to
oblige ^{to read} ~~ask~~ ^{questions} of students upon the subjects
of lectures before they ~~have~~ ^{hear} them,
This is an inversion of the natural
order of instruction. A lecture should

a note

+ In this way Dr. Priestley taught
the Academy of Wasington^{in England} and to it, he
owed ~~most~~ most of his prep^s, & fame as a
teacher. —

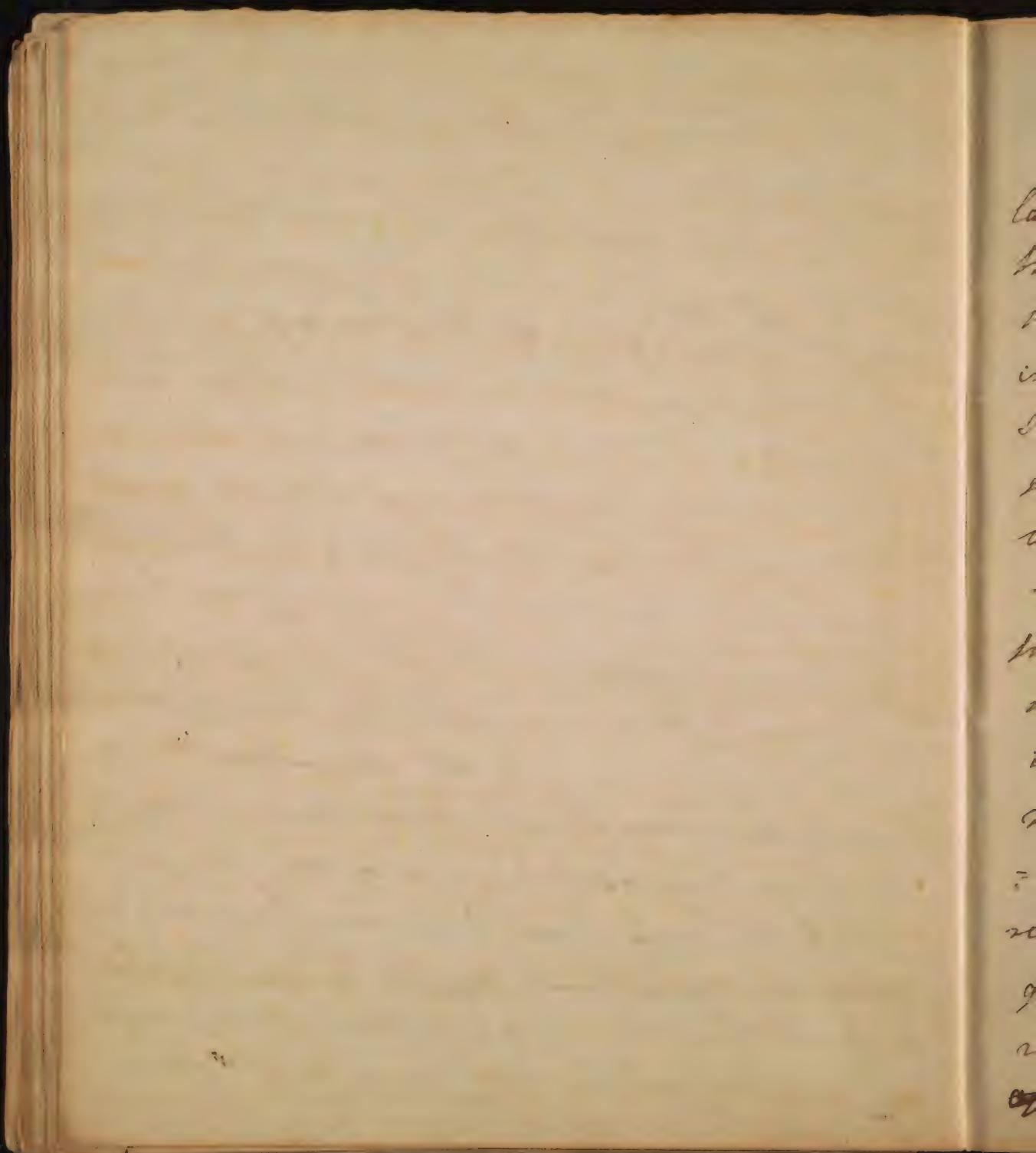
first be given, ~~to~~ and the students afterwards be interrogated upon all its parts. If any Obscurity should remain in their minds, they should be encouraged to apply publicly, or privately to their teachers to have it removed. +

13 From a review of what has been said, it is obvious that learning, and knowledge, are distinct things. Words constitute ~~knows~~ learning. Knowledge consists only of truth, of which words are nothing but the vehicles. It is further obvious from the ^{facts} preceding that have been mentioned, that the person we call a Scholar has commanded an undue degree of respect from the world. He is too often nothing but a living vocabulary of ~~dead~~ dead words. I should be glad to see the term banished our country as far as it relates to the Latin &



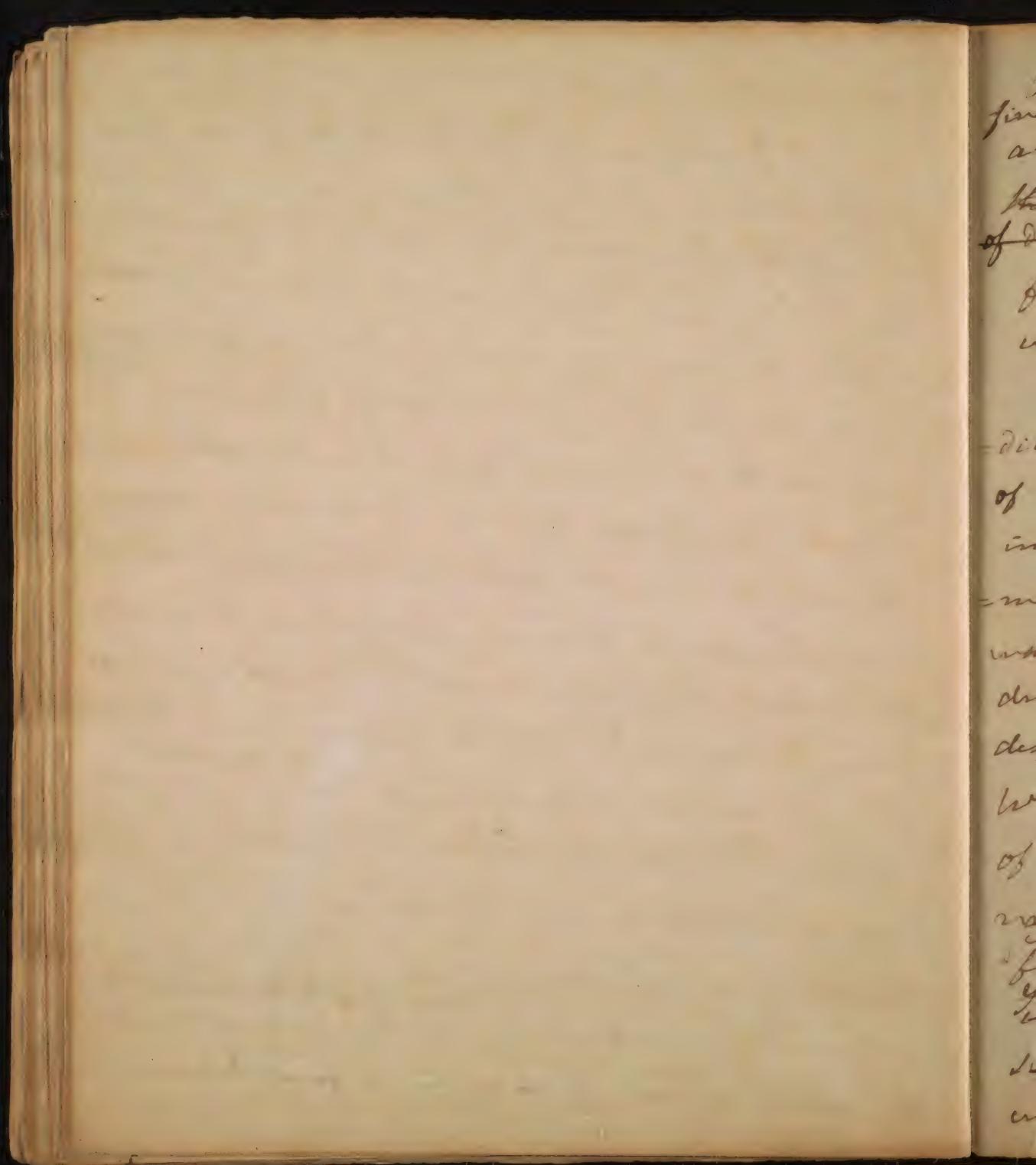
greek languages, and the ~~terms~~^{epithet} Philoso-
pher - ~~wise man~~^{a well-informed}, and good citizen
substituted in its room.

we have rejected hereditary power
in the governments of our Country. But
continue ^{the willing} subjects of ~~the places~~^{a system} of education
imposed upon, ^{as by} our Ancestors in the 14th &
15th centuries. Had ~~no~~ ^{no} medicines, Agriculture,
mechanics, Astronomy, Navigation &
medicine been equally stationary, how dif-
ferent from the present, would have been
the condition of mankind! Considering the
immense influence which the Art of print-
ing, commerce, and the ~~changes~~ which
~~have taken place through~~ ~~the~~ settlement of the
~~cross~~ discovery & settlement of ~~the~~ South &
North America have had upon human Af-
fairs, and ~~posteriorly~~ ^{posteriorly} it is not too bold
to assert that there is scarcely any thing just
or proper in Art or Science that was



believed to be so, two hundred years ago.

The presses of Europe & America have lately teemed with publications in favor of the rights of man. The rights of women have likewise been asserted with great ~~elo-~~ ingenuity and eloquence. To these performances I should be glad to see added a defense of the rights of Schools boys. Much ~~might~~ might be said in favor of their right to be ~~taught~~ ^{& correct} taught fitted by the early and proper use of their senses in becoming acquainted with the works of nature & art - to ~~be~~ acquire ideas before words - to be instructed in the means of maintaining a familiar intercourse with the world by means of reading, writing and Arithmetic, - to be governed at school by the principles of reason & humanity, ^{and finally their right} to the inheritance of undirection of all their ^{minds} faculties un- ^{& impaired}



by ~~neglect~~ ^{neglect} & ~~useless~~ ^{right} & debilitating studies,
finally to the direction of ~~the~~ ^{the} ~~right~~ ^{right} to employ
and to finally to be ~~right~~ ^{right} to employ
their time and attention in ~~that~~ ^a ~~way~~
of directing of their faculties to those purposes
for which they were intended, by their
wise and benevolent Creator.

I am aware gentlemen of the prejudices which are entertained against many of the opinions which I have delivered ~~upon~~ in the course of this lecture. It was remarked that not a single physician who was above forty years of age, adopted D' Harvey's discovery of the circulation of the blood. I despaired of making proselytes among men who have passed that unchangeable period of life. All my hopes of success in spreading my opinions are founded upon the boldness & freedom of inquiry which are connected in youth with the study of medicine. I shall submit therefore with patience to the obloquy which awaits them from the friends

Rush Papers 31 2, 7400.8.34

of the ancient order of things. They will
not perish with their author, nor pass
away. To their Obligey I shall submit
with patience. Under a full conviction
that the rising generation, of which you
compose a respectable part, will do my
opinions ~~of~~^{with you} justice. They will not perish
with the name of their author, nor ~~pass~~^{to}
away pass away with the hour in which
they have been delivered.

Rush Paper
y. 2, 7430, F. 34